

LEARNING EXPERIENCES IN FAMILY LIVING TO
DEVELOP INSIGHT OF SELF AND OTHERS

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION TO THE STUDY	1
Purpose of the Study	4
Procedure	4
Definition of Terms	4
II. REVIEW OF LITERATURE	6
Teaching Family Living	6
Methods and Techniques for Motivating Optimum	
Pupil Participation in the Understanding of	
Self and of Others	11
Problem-Solving Method	12
Class Discussion Techniques	13
Films and Filmstrips	16
Tape Recorder	17
Role Playing Techniques	18
Books and Periodicals	20
Peer Group Evaluation	20
III. RESOURCE UNIT OF SITUATIONAL LEARNING	
EXPERIENCES TO BE USED IN DEVELOPING	
UNDERSTANDING OF SELF AND OTHERS	22
Development of the Unit	22
Student Book List	31
Additional Reference Books	31
Selected Family Life Plays	32

CHAPTER	PAGE
Selected Reading Experiences	32
Selected Audio-Visual Materials	33
Selected Films	33
Selected Tapes	37
IV. SUMMARY AND RECOMMENDATIONS	38
Summary	38
Recommendations	39
SELECTED BIBLIOGRAPHY	40

CHAPTER I

INTRODUCTION TO THE STUDY

Home economics, in the secondary school, is primarily concerned with the preparation of the individual for satisfying family living and being an effective family member.

Family living is one of the areas taught in home economics in the secondary schools. Buchanan gave reasons for family living in high school home economics and the following objectives for the student. Family living should:

1. Help promote the individual student with an increased understanding of self and others.
2. Provide the student with knowledge of patterns of family living in our society.
3. Promote social and emotional growth on the part of the individual student.
4. Help the student to recognize and accept individual and family differences.
5. Help the individual student become aware of his own values and to clarify them.
6. Help the student develop skills in communication in emotionally loaded areas related to individuals and families.¹

The traditional approach has been for the teacher to provide the concepts and answers through "telling". But, as Flanders has said:

¹Helen E. Buchanan, "Teaching Family Relationships," Journal of Home Economics, 56:305, May 1964.

Dependence is higher in most of our public school classrooms than is necessary to control and coordinate the learning activities. If dependence were slightly lower, it is our hunch that more creative learning could take place. The evidence for this statement can be summarized as follows:

Common practice in today's classrooms with regard to teacher influence can be expressed by the "rule of two-thirds". Two-thirds of the time spent in a classroom, someone is talking. Two-thirds of the time someone is talking, it is the teacher — for the teacher talks more than all the students combined. Two-thirds of the time that the teacher is talking, he is lecturing, giving directions, or criticizing the behavior of students. One-third of the time he is asking questions, reacting to student ideas, or giving praise.

In a classroom in which there is greater freedom for intellectual curiosity, for expressing ideas, more positive attitudes, and more achievement of content, the rule of two-thirds becomes, in effect, the "rule of one-half".²

The best method of teaching would be to develop the appropriate environment in which students may more fully participate. There are occasions in family living classes that provide opportunities for individuals to make decisions and solve problems similar to those in life. Often many answers to a situation can be right, and may need to be exposed and explored. If the teacher believes in the importance of providing a stimulating classroom atmosphere, there is need for providing learning experiences to assist students in gaining an understanding of their own problems and questions as well

²Ted A. Flanders, "Teacher and Classroom Influences on Individual Learning," Nurturing Individual Potential, (Washington, D. C.: ASCD, 1964), p. 62.

as those of others.

As a teacher in the family living area, the investigator has seen a need for the development of various learning situations which would help answer students' questions in family living such as the following:

1. How can I get along with people?
2. How can I get along with my parents?
3. At what age should teenagers be allowed to date?
4. Should girls marry before they finish high school?
5. What are the feelings of the other class members toward marriage?
6. What are the qualities of a good marriage partner?
7. Are there basic elements for a happy marriage?
8. What are some of the difficulties that couples will face in marriage?
9. Who should handle the family budget?
10. Should parents help couples with finances?
11. How can I keep my marriage from ending in a divorce?

The teacher can answer these questions, but if the questions can be studied from several points of view, a more complete understanding by students could be gained. The sharing of personal experiences and problems may help adolescents develop understanding of their own problems which may be similar to the problems of others. If a sufficient

number of situations could be simulated, students might be able vicariously to meet and solve problems that would otherwise cause them trouble later.

Purpose of the Study

The purpose of this study was to develop a resource unit of situational learning experiences for a family living course that would assist eleventh and twelfth grade high school girls to develop understanding of self and others. This study did not include the teaching and evaluation of the unit.

Procedure

A review of literature was made of methods and techniques used in teaching family living classes. Techniques and methods used for optimum pupil involvement in learning were explored in other educational fields.

Conclusions were drawn for developing the kinds of situational learning experiences that will motivate students in family living classes to more fully participate in the development of self and others.

A resource unit was developed and included objectives, selected generalizations and situational learning experiences.

Definition of Terms

Situational learning experiences are motivational devices which can effect the emotions, feelings and attitudes

of the student. Each situation is approached by the student with the idea that this specific experience will not have one answer. As the student experiences these practices, it is hoped she will see a connection between situations in her life as well as why other people, in their situations, act as they do.

CHAPTER II

REVIEW OF THE LITERATURE

In this section the review of material relates to (1) the purpose for teaching family living, (2) the techniques, methods and motivational principles in teaching family living, and (3) the adaptation of procedures from other educational fields to the area of family living which would be beneficial in the development of situational learning experiences of the self and others.

Teaching Family Living

Family life education has been defined as:

The understanding of human personality and behavior as related to the development of emotional maturity and satisfying family relationships as well as physical well-being and (a) the development of skills, essential to effective family participation.¹

Family life education is being taught in the area of home economics in secondary schools. In 1945 the committee of education in the Federal Division of Vocational Education Office found that sixty percent of our youth were not receiving adequate preparation for satisfactory living after high school. According to Dalrymple, O'Donnell's study in 1954 pointed out the fact that since 1945 the home economics

¹"Family-life Education," Dictionary of Education (2nd.), (New York: McGraw-Hill Book Company, 1959), p. 224.

teacher had taken considerable responsibility for teaching family life education in the schools.²

Course and unit titles may vary from family life education, family living to family relations but objectives to be taught are similar. As Dalrymple pointed out, objectives for family life education as stated by individuals and groups through the years are basically the same. Differences stem from the manner in which various groups interpret and implement those objectives.³ The investigator chose to use the term "family living" throughout this report.

Lawson⁴ pointed out that family living goals need to help youth expand their capacity to make discriminating use of human and material resources in the face of novel situations without historic parallel. Lawson did not believe the past was a complete guide to the present and the future. The task of the family living teacher to educate youth for adaptability and versatility becomes increasingly important.

Howes⁵ pointed out the need for the family living

²Julia I. Dalrymple, "Family Life Education," Encyclopedia of Education Research (New York: The Macmillan Company, 1960), p. 518.

³Ibid., p. 519.

⁴D. S. Lawson, "Education for Improved Family Living," National Association Secondary-School Principals Bulletin, 48:15, December 1964.

⁵Goldie K. Howes, "What Kind of Education For Home and Family Living Is Needed Today," National Association of Secondary School Principles Bulletin, 55:56, April 1956.

teacher to educate students to realize the necessity for a reduction in divorce rates. He also indicated the need to enrich life for all members of the family, making home and family the best possible environment for growth and happiness. But at the same time the teacher must remember, according to Latimer in collaboration with Howes, that

Students like to guide their own program and are interested in understanding their whole personalities, and in allied areas of vocational planning, home management, budgeting, and everything else that goes into building a happy home.⁶

Family-life education is applicable to the high-school age student. This age student is very interested in knowing how to make others like him. According to a study of Children's Interest, many students from 15 to 18 years of age expressed a desire to learn about themselves and others.⁷

Klemer⁸ believed, now that family-life education is recovering from its "post-Sputnik doldrums", the Great Society has suddenly discovered the importance of family life in the socialization of the child. Klemer recommended that teaching procedure deal realistically and significantly with the actual problems today's young people face. He

⁶Ibid.

⁷Charlene Darr Palmer, "Developing Self-Understanding Through Child Study," Marriage and Family Living, 22:272, August 1960.

⁸Richard H. Klemer, "Empathetic Approach to Teaching Family Relations," Journal of Home Economics, 57:619, October 1965.

supported the idea that students do not want guidelines presented as dogmatic advice. Nor do students want equivocation and sterile statistics about other people's behavior.

Klemer suggested the empathetic method

This approach is designed to encourage the students to accept those basic concepts in family-life education which are congruent both with present-day research findings and with family-preserving value. To accomplish the some general introductory material on the dynamics of human relationships is first given. The students vicariously experience the conflict involved and they emphasize to the limit of their identification ability with the characters in the situation. Then by introspective evaluation, group discussion, and insight the students arrive at a personally acceptable solution.⁹

The solution that is reached by the student, may not be the textbook solution, the teacher's solution, nor even the class' solution, but one that is acceptable to the student.

Klemer¹⁰ believed family living goals must provide direction in the form of value guidance that is both practical enough and idealistic enough to be readily acceptable to modern young people. He further believed the teacher of a family living class must carefully select and edit the case situations presented. But usually the research-validated and generally accepted for family life concepts inherent in case situation presentations are apparent enough to become inescapable conclusions.

⁹Ibid., p. 620.

¹⁰Ibid.

Wagner¹¹ suggested there are barriers to realistic approaches in family living. One obstacle could be that it is often hard for a teacher to know what life is really like for the individual students in her classroom. It may be very different from her own. Wagner said that, "In family life courses the quality of the teacher's mind and spirit, her examples, and the sensitivity and flexibility of her teaching are all-important."¹²

Luckey¹³ contended that this generation has the most difficult problems, the most confusion and the severest conflicts that man has ever had. This generation also has the greatest ingenuity, integrity and concern for this fellow man. The family living teacher should remember that basic to establishing good interpersonal relationships is the tripod of acceptance, understanding and communication. These qualities are interrelated and are qualities which must be developed first with regard to one's self and then extended to others.

¹¹G. Wagner, "What Schools are Doing; Teaching Family Living," Education, 84:20, October 1963.

¹²Ibid., p. 20.

¹³E. B. Luckey, "Education for Family Living in the Twentieth Century," Journal of Home Economics, 57:687, November 1965.

Methods and Techniques for Motivating Optimum PupilParticipation in the Understanding of Self and of Others

In family living courses one of the prime concerns of a teacher is for the student to develop the ability to think and to understand herself; therefore the teacher's responsibility is to develop learning situations to motivate thinking and learning. The teacher must find methods or techniques that will relate the generalizations of the learning experiences to a problem so the student will accept the learning experiences as real. The learning situations should call for the student to think and make a decision. Initially, the teacher needs to help the student think through the problem. The student should see the relationship expressed in the learning situation as a necessary part of her data, or as learning resulting from the experience of solving the problem.¹⁴

The job of the teacher is to search for good methods and techniques to be used in the classroom learning situation. Methods and techniques used for the development of learning situations to stimulate and to motivate family living students to think and to develop an understanding of self and of others has to be produced effectively by the teacher.

¹⁴Hazel Taylor Spritze, "The How of Teaching Generalizations," Practical Forecast, 11:50, September 1965.

Problem-Solving Method. The problem-solving method will help the student practice thinking in a logical order. Thinking in a logical order helps a student become aware of her thinking ability. According to Peterson

Pupils must have the ability to or must be guided to learn how to perform the following three functions if they are to develop efficiency in thinking for solutions of problems:

1. Recognize, formulate, or identify problems.
2. Relate past experience to new problems.
3. Judge critically or weigh evidence.¹⁵

No amount of practice in problem solving will improve a student's thinking unless she first studies the principles of thinking which serve as the standards for accurate thought. The individual must become aware of her mistakes in thinking, learn the cause of the mistakes and understand the rules by which she can discover her mistakes and correct them. Otherwise, she will make little improvement in her thinking and will fail to transfer whatever improvement may occur.¹⁶

An integral part of the problem-solving method is the identification and formulation of an appropriate problem to be used in developing insight of self and others. The teacher should not make all the decisions on what problems should be studied. Students can and will recognize their

¹⁵Bernadine H. Peterson, "Problem Solving in Home Economics," Journal of Home Economics, 55:179, March 1963.

¹⁶Helen Janzen and Bertha Phoris, "Developing Thinking Ability Through Child Development Problems," Illinois Teacher, VI:2, 73, October 1962.

own problems. Teacher-student planning is important and a must in a family living class. In using teacher-student planning it is easy for interaction to take place in identifying and correcting errors in a student's thinking. Utilizing effective processes of thinking will become necessary in examining all accepted facts critically in terms of a solution to the problem. Reinforcement of the learning experience should take place so the problem-solving method can be applied to real life situations automatically.¹⁷

Class Discussion Techniques. The art of asking skillful questions to promote class discussion is important in teaching family living. The teacher asks questions about facts and everyday living experiences to encourage class discussion. Fleck stated that "90 per cent of the teacher's questions are the factual type and seldom relate to a student's needs and problems."¹⁸ Class participation can be increased if questions are designed with a purpose. For example, the aim might be to gather information, to provoke thinking, to review, to explain, or to identify. Also the purpose of a question may be for problem solving or evaluation, to arouse interest, to stimulate an inquiring attitude, to guide research, to challenge values and attitudes, or to

¹⁷Klemer, op. cit., pp. 80-81.

¹⁸Henrietta Fleck, "How Questions Stimulate Learning," Practical Forecast for Home Economics, 10:5, 8-9, January 1965.

develop social sensitivity.

Fleck believed that there are earmarks of good questions. The teacher should formulate questions with a purpose in mind. Good questions are asked at the right time. For example, do the students have adequate information and interest to answer the question? The question should be appropriate, justifiable, and clear to the students.¹⁹ Appropriate questions should be able to stimulate class discussion.

Ruud pointed out "that discussion should be used when the facts are to be applied to everyday living or when a teacher wants students to think about fact."²⁰ Ruud further stated that in a discussion, the emphasis is on the use of facts rather than the memorization of them.

Good class discussion can be an asset for the student as class discussion can increase her insight of self and others. The student needs to learn to enjoy solving problems, as well as practice the processes for doing so through class discussion. Class discussion involves active learning between student and teacher and instructional material.²¹

As Adams and Dow pointed out, discussion offers

¹⁹Ibid., p. 29.

²⁰Josephine B. Ruud, "How to Change Recitation Into Discussion," What's New in Home Economics, 30:7, 90, October 1966.

²¹Ibid.

opportunity to:

1. Share information and personal experiences to identify and bridge the differences between people.
2. Test ideas, learning to discriminate between facts, opinions, assumptions, prejudices, predispositions values.
3. Draw from exchange warranted conclusions as basis for the future.
4. Develop increased insight into people and their problems.²²

When class discussion is being used as a teaching method, a great deal of interaction should be taking place in the classroom. Interaction has been defined in the following way. Members of a group are reciprocally influencing each other, and the action of one is affecting and at least partially determining the response and behavior of others.²³

The teacher of family relationships is faced with a dilemma as there is a steady pressure to increase the size of classes. At the present time, there is an increasing realization that significant teaching-learning experiences in this area need to be based on class discussion with group interaction. Class discussion and interaction does not work

²²Lelo Adams and Ruth McNabb Dow, "Developing Understanding About Values Through Films," Illinois Teacher, IV: 5, 11, 1961.

²³Leland P. B. Bradford and Dorothy Mial, "When Is It A Group," Educational Leadership Journal of the Association for Supervision and Curriculum Development, 21:3, 156, December 1963.

too efficiently with large numbers of students.²⁴

When using class discussion with the group in family living, the teacher should keep in mind that students will usually express their feelings. Because these feelings are personal, the situations may call for very careful handling.

Adams and Dow presented guidelines for discussion to be used by the family living teacher. When teaching about feelings that a student has towards herself and other, "rules" must not be taught about feelings. Teaching must be done in relation to the student's ability to understand and talk about concepts. With increased understanding of herself, a student can tolerate her own feelings better and learn to redirect her actions. With help toward understanding others, her own social interrelationships can be greatly improved. To learn not to fear feelings and how to resolve conflicts leads to a greater understanding of self and others and are useful outcomes from discussion for a student.²⁵

Films and Filmstrips. Films and filmstrips are being used by the family living teacher more and more as a motivational device for class discussion and interaction. Researchers have found that as much as ninety-six percent of our total learning is associated with out visual experiences.

²⁴Helen E. Buchanan, "Teaching Family Relationships," Journal of Home Economics, 56:5, 152, May 1964.

²⁵Adams and Dow, op. cit., pp. 212-213.

Films and filmstrips cannot replace the teacher, but should be used as an aid in teaching and in helping to add depth to the family living course. Many observations can emerge from the student after viewing a properly selected film for the family living class related to the understanding of self and others. Adams and Dow stated:

Most effective films are enacted by typical teenagers in a believable setting, not Hollywood glamour. These provide a realistic basis for lively discussion without the problem becoming personal. Although a whole constellation of values is involved in any important decision, the number of values shown in a teaching film has to be limited so that a sharp focus is provided for learning.²⁶

In the use of filmstrips, Adams and Dow suggested that filmstrips be clear caliber and of high quality. Although not absolutely necessary, filmstrips in color were highly recommended by Adams and Dow.²⁷

Tape Recorder. Another medium that can be used and is becoming more prevalent, is the tape recorder. In family living classes, teachers are using recorders in a variety of ways. One method for using the tape recorder, suggested by Mary Mather, was to record role-playing sessions. Mather advocated,

²⁶Ibid.

²⁷Ibid.

If an aim of role playing has been to help students see how people react to different situations and personalities, being able to literally see themselves as others see them through video-tape could be very meaningful.²⁸

Another suggested use of the tape recorder by Mather is to record panel discussions or individual presentations by a resource visitor so that material is available for later use.

Role-Playing Techniques. Role playing has been defined as,

the assuming, either in imagination or overtly, of the part or function of another or others; originally used by G. H. Mead as a tool in the philosophical analysis of personality and society, the concept of role playing now has important theoretical and practical applications in psychotherapy, group dynamics and education.²⁹

Shaftel thought role playing would help bridge the artificial barrier of the school walls and bring the typical problems of the family and the neighborhood into the classroom. He described role playing as the way the student explores her feelings about situations in life which most fundamentally shape her attitudes and values.³⁰

Grambs, Iverson, and Patterson listed three

²⁸Mary E. Mather, "A Look at Resources for Teaching Home Economics," Illinois Teacher, VI:9, 420, May 1964.

²⁹Dictionary of Education (2nd. ed.), p. 471.

³⁰George and Fannie R. Shaftel, Role Playing The Problem Story (Commission on Educational Organizations National Conference of Christians and Jews, 1952), p. 10.

prerequisites for good classroom role playing.

1. The class should have a cooperative group feeling and a common interest in the issue.
2. The participants should have the issue clearly in mind.
3. The experience should be regarded as a means of learning, not entertaining.³¹

Shaftel commented that role playing does have certain predispositions which teachers should guard against. Role playing can have too much "teacher talk". Teachers tend to put words in students' mouths. The teacher must use tact in directing role playing so areas especially sensitive to students will be treated and planned carefully. The risk of too much self-exposure in role playing can hurt a student's status among her peers. Guilt feelings tend to arise in role-playing groups. The guilt feelings should be replaced with feelings of reassurance through re-enactment of class discussion.³²

Role playing is recommended by educators and can be adapted in family living. The students are presented with a personal problem situation skit by the teacher; or committees of pupils themselves, can write the scripts and then dramatize the script. Sometimes role playing on an unrehearsed

³¹Jean D. Grambs, William J. Iverson, and Franklin K. Patterson, Modern Method in Secondary Education (New York: The Dryden Press, 1958).

³²Ibid., pp. 34-36.

basis can create good class interaction and depict how the student may feel about herself and others.

Books and Periodicals. In order to motivate worthwhile classroom discussion in the New York City Schools, time was spent in reading plays, novels, and short stories which had a direct bearing on life in a contemporary society. Reports were given by individuals or committees on personal problems. Also teachers acquainted the students with the many articles related to family living which appeared in the newspapers and magazines. Students were helped to discriminate between poor and worthwhile sources of information.³³

Peer Group Evaluation. Wiseman and Barker³⁴ recommended that an evaluation process be used by students and peers. They believe that evaluation by peers in the social world seems to aid an individual in adjusting to the reality of her world. If this observation is true and if a teacher wants her students to be realistic, then evaluation by peers in a classroom situation should help the individual to make better evaluation in other realms of her life. This ability to make realistic evaluation must come from a disciplined individual; and a disciplined individual, for the most part,

³³City of New York Board of Education, Family Living for High Schools, Curriculum Bulletin No. 5 (New York: 1960-61), pp. 11-12.

³⁴Gordon Wiseman and Larry Barker, "Peer Group Instructor: What is it?" A Publication of the Speech Association of America, 15:220-223, September 1966.

can emerge only from a disciplined and structured environment.³⁵

The family living teacher has many opportunities to create a structured environment. For example in the role-playing situation containing several different personalities, students can evaluate each other, observe how each individual reacted in that particular role which she played. This would create an interaction, give insight about others, and yet it would not be conducted on a personal basis.

³⁵Wiseman and Barker, op. cit., p. 223.

CHAPTER III

RESOURCE UNIT OF SITUATIONAL LEARNING EXPERIENCES TO BE USED IN DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Development of the Unit

The resource unit was developed for this study by compiling various source materials which could be adapted to the situational learning experiences of developing insight of self and others.

Situational learning experiences were planned for use by eleventh and twelfth grade girls in family living course. However, the resource unit could be used in a general home economics course which has sections on family living.

The resource unit is composed of:

- (1) The concept and objectives for the situational learning experiences.
- (2) Generalizations for the situational learning experiences.
- (3) Situational learning experiences.
- (4) The situational learning experiences resource material.

Concept Individuals can develop insight of self and others.

Unit Objectives

Students will understand the developmental task and its implications on self and others.

Students will develop the ability to interpret emotions, feelings and attitudes — their causes and effects.

Students will investigate techniques and procedures used in solving one's problems and understanding others' problems.

Students will recognize the importance of developing insight of self and others.

Generalization	Teacher's Guide	Students Situational learning experience
Sources for development tasks are physical, mental and personal value and aspirations of the individual.	See student book list for suggested readings.	Identify the developmental task. Discuss how these tasks influence the various types of individuals, i. e., timid, boastful, aggressive, etc. Discuss and look up the different kinds of maturity Chronological Physical Emotional Mental Social

Generalizations adapted are taken directly from the Portland Curriculum Guide, H-55, Preparing for Adult Living and Successful Family Life Grade 12, pp. 5-21.

Generalization	Teacher's Guide	Students Situational learning experience
<p>Developmental tasks are those that an individual must learn if she is to make healthy and satisfactory growth in society.</p>	<p>Petite role-playing situations:</p> <ol style="list-style-type: none"> 1. I know some juicy gossip; want to hear it? 2. Isn't that the same blouse you had on yesterday? 3. Who needs to understand others? I've got plenty of friends. 4. I've got two dates for Saturday night! 	<p>Discuss what is personal identity and why is it so important. <u>Decide</u> what is meant by a healthy conflict. List ways of acting "like a baby." <u>Identify</u> signs of emotional immaturity in yourself and in others. Summarize why the tasks of adolescence are so important.</p>
<p>The adolescent is constantly faced with questions concerning who she is, who she is to become, is she adult or child, is she independent or dependent and other questions equally difficult to answer.</p>	<p>Use petite role-playing situations suggested by questions.</p>	<p>Select and discuss pictures that illustrate typical roles of the 17 year old girls, such as shopping with friends or family, special occasion dates, like a prom, and/or home scenes where disciplinary action is being taken by the older sister to</p>
<p>In the process of growing up, one's family and friends have helped determine one's attitudes toward self, others, manners and morals, religion, politics, education and future life.</p>	<p>Teen age magazines, like <u>Coed</u> and <u>Seventeen</u> will have good illustrations that will interest the students. <u>Life</u>, <u>Look</u>, <u>Family Circle</u>, <u>Parents</u>, <u>Woman's Day</u>, <u>Today's Health</u>, <u>McCall's</u> and <u>Ladies'</u> Home <u>Journal</u> are sources of</p>	

Generalization	Teacher's Guide	Students Situational learning experience
<p>Some people drift through life without a sense of direction, living from day to day, usually with uneasy feelings of dissatisfaction and of being lost.</p> <p>An individual's goals should be commensurate with her ability to attain them; goals that are too high lead to frustration and failure; goals that are too low lead to dissatisfaction, disillusionment and discouragement.</p>	<p>stimulating pictorial situations for class discussions.</p> <p>The opaque projector can be an aid when the teacher is using the pictorial situation for class discussion. Cartoons could also be shown, giving variety to the pictorial situation, to help students gain insight of self and others.</p> <p>For the problem situations use the NEA Journal, "What Would You Do?" stories. Suggested stories:</p> <p>October 1963, Volume 52, No. 7, p. 33.</p> <p>December 1963, Volume 52, No. 9, p. 33.</p> <p>January 1964, Volume 53, No. 3, p. 45.</p> <p>March 1966, Volume 55, No. 3, p. 45.</p>	<p>a younger member of the family.</p> <p>Identify areas where the family and friends help determine attitudes.</p> <p>View and discuss film <u>Snap Out of It</u> in regard to realistic day to day living.</p> <p>Present problem situations which would guide discussion in the area of attitudes, feelings, emotions and reactions of the characters involved.</p> <p>Assign book reviews from a selected reading list.</p>

Generalization	Teacher's Guide	Students Situational learning experience
<p>Emotional development includes growth in positive emotions such as the ability to love and be loved and the ability to relate to others.</p> <p>An emotionally mature person practices self-control in emotions as well as in activities.</p>	<p>May 1966, Volume 55, No. 5, p. 41.</p> <p>January 1967, Volume 56, No. 56, p. 35.</p> <p>October 1966, Volume 55, No. 7, p. 57.</p> <p><u>ECHO: Child Development</u>, 1967, published by <u>NEA</u>, gives several problem situations which could be adapted and used.</p> <p>Book reviews could be given orally by several students in panel discussion or as individual reports. Written reports would indicate to the teacher how much insight a student was able to gain about the characters she has read about.</p>	<p>Summarize various forms of emotion.</p> <p>Introduce the problem solving method. Encourage class members to add their own ideas of problems and use the problem solving method.</p>
<p>An individual needs a variety of experiences on all levels and in all areas of living.</p>	<p>Problem Solving Formula</p> <p>1. Recognize, formulate, or identify problems;</p>	

Generalization

Teacher's Guide

Sometimes an individual has to choose between the lesser of the two evils rather than between two good alternates.

Decision-making is a process of weighing possible satisfactions against risk and probable cost.

Very few problems in one's everyday living have clear-cut solutions.

Since it is impossible for one to control all the variables, one is never sure that the decision will work out according to plan.

One must have confidence in own feelings that one can make the right decision.

An individual must continue to choose how to act or he will be acted upon.

One must have confidence and be aware of his own feelings so that he

2. Relate past experiences to new problems;

3. Judge critically, or weigh evidence; and

4. Make decision.

When using family life plays the teacher should emphasize the characters in the play are what should be evaluated, not the student's acting ability.

Listen and discuss the type Problems of Adolescence

Read family life plays.

As one group of students reads the roles of the characters in the play the other students could evaluate the characters. Emphasize the ability to make realistic evaluations.

Analyze how two important learnings can take place; how to portray others' feelings and emotions, and how to evaluate feelings and emotions.

Role-play situations to illustrate an individual's ability to understand herself as well as others.

Role playing situations

Tom is very eager that he and Sally go steady and is quite possessive in his attitude toward her. She likes Tom and does not want

Students Situational
learning experience

Generalization

can make the right decision.

Self-direction implies the responsibility for and the ability and willingness to take the calculated risk.

An individual must realize the importance of examining decision that affect long-range plans, because he will have to live with those decisions.

Alternate proposals should be examined, the problem thoroughly thought through and thereby avoiding impulsive action.

One should avoid impulsive actions but one cannot wait indefinitely, because the "perfect" solution may be elusive.

Perfection tends to create dissatisfaction with any choice or decision.

Teacher's Guide

to lose him, yet she wants to date other fellows for a while before going steady with anyone. They discuss the question.

Mother, father, and daughter meet at breakfast after daughter was over an hour late (according to the time agreed upon) in arriving home from a party the night before.

Jim and Jane decided to get married. They each began to save money for their future home. Jim was sent out of town for two months by his business firm. Jane became lonely. John, a fellow she worked with, persuaded her to go out with him occasionally. Jim arrived home one night and found that Jane was out with John.

Students Situational
learning experience

Teacher's Guide

Generalization

The element of conflict is present in most decisions.

Many times a decision has to be changed.

A wide range of experiences in human relationships helps one to know that people are interested in people.

Decision-making is a process of weighing possible satisfaction against risk and probable cost.

An individual's sense of personal identity stems from inner sources; his self-concept is consistent with itself and within his ideals and actual behavior.

Without a feeling of self-knowledge an individual may be confused as to who he is.

The final outline could be done on an individual basis, in a small group, or as a class assignment.

Write down what you know about and think of yourself. Identify this knowledge and opinion of self as self-image of self goes beyond the physical self and include the whole self; one's thoughts, feelings, values and one's opinion of his place or role.

Generalization	Teacher's Guide	Students Situational learning experience
<p>In order to know what one looks like to others, an individual needs to examine his values.</p> <p>Self-concept and insight of others is a very complex thing and deals with positive and negative feelings.</p>		<p>Outline the development of <u>self-concept</u>. Review outlines to establish how the self-concept can be an asset for understanding self and others.</p>

Student Book List

Duvall, Evelyn. Family Living. New York: The MacMillan Company, 1950.

- Chapter 2 Important Influences in Your Life
 - 4 Teen Years Are Special
 - 5 What Parents and Young People Expect of Each Other

Landis, Judson, and Mary Landis. Building Your Life. Chicago: Prentice-Hall Inc., 1959.

- Chapter 10 Developing Skills in Social Relationships-
 - Dating
 - 18 What Do You Believe?
 - 19 Your Parents

Landis, Judson, and Mary Landis. Personal Adjustment, Marriage, and Family Living. Fourth edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

- Chapter 2 What You Are
 - 3 How We Meet Our Problems
 - 4 Getting Along with Others

Smart, Mollie S. and Russell Smart. Living In Families. Boston: Houghton Mifflin Company, 1958.

- Chapter 1 The Development of a Way of Life

Sorenson, Herbert and Malm Sorenson. Psychology for Living. New York: McGraw Hill Book Company, 1957.

- Chapter 8 Your Feelings, Concepts, and Attitudes
 - 9 Handling Your Anger and Fear
 - 14 The Effect of Physical Growth on Your Personality

Additional Reference Books

Ahern, Nell Giles. Teenage Living. Boston: Houghton-Mifflin Company, 1960.

Beery, Mary. Young Teens Talk It Over. New York: McGraw-Hill, Whittlesey House, 1957.

Hoeflin, Ruth M. Essentials of Family Living. New York: John Wiley and Sons, Inc., 1964.

Landis, Judson and Mary Landis. Teen-Agers Guide to Living.
Englewood Cliffs, New Jersey: Prentice-Hall, Inc.,
1957.

Osborne, E. G. How to Deal With Parents and Other Problems.
New York: Grosset and Dunlap, 1962.

Selected Family Life Plays

The Second Look (the need to determine the real essentials
of life)

The Daily Special (conflict of interest among family
members)

The Room Upstairs (old and young living together)

The Ins and Outs (outsides vis-a-vis insiders)¹

Selected Reading Experiences

Algren, Nelson. The Man with the Golden Arm. Garden City,
New York: Doubleday.

Beers, Clifford. A Mind that Found Itself. New York:
Longmans, Green and Company.

Bisch, Louis E. Be Glad You're Neurotic. New York:
McGraw-Hill.

Craig, Margaret Maze. It Could Happen to Anyone. New York:
Thomas Crowell Company.

Craig, Margaret Maze. Three Who Met. New York: Thomas
Crowell Company.

Craig, Margaret Maze. Trish. New York: Thomas Crowell
Company.

Houston, Joan. Crofton Meadows. New York: Thomas Crowell
Company.

¹ _____, Marriage and Family Living Journal, Florida
State University, Tallahassee, Florida, 24:4, 410, November
1962.

- Lovelace, Maud Hart. Betsy and Joe. New York: Thomas Crowell Company.
- Lovelace, Maud Hart. Emily of Deep Valley. New York: Thomas Crowell Company.
- Packard, Vance. The Hidden Persuaders. New York: D. McKay Company.
- Pundt, Helen Marie. Spring Comes First to the Willows. New York: Thomas Crowell Company.
- Pundt, Helen Marie. Zenty. New York: Thomas Crowell Company.
- Redl, Fritz and David Wineman. Children Who Hate. Glencoe, Illinois: Free Press.
- Schulberg, Budd Wilson. What Makes Sammy Run. New York: Random House.
- Selye, Han. The Stress of Life. New York: McGraw-Hill.
- Wolfe, Thomas. You Can't Go Home Again. New York: Harper and Brothers.
- Wright, Richard. Black Boy. New York: Harper and Brothers.

Selected Audio-Visual Material

Selected Films.

Act Your Age (13½ minutes) Coronet

Some common types of infantile reactions are shown. Methods of self-evaluation to help overcome social immaturity are shown. Some of the more common types of infantile

Film list adapted from the Portland Curriculum Guide, H-55, Preparing For Adult Living and Successful Family Life Grade 12, pp. 73-77.

Portland Curriculum Guide, H-35, Living in Families Grade 10, pp. 75-77.

New York City Board of Education, Family Living for High Schools, pp. 38-39.

reactions--temper, weeping, inability to take a joke as well as other forms of emotional immaturity are shown.

Control Your Emotions (12 minutes) Coronet

A lesson in emotions shows how one angry family member can upset the entire household. A simple explanation for the need of emotional control is given with specific illustrations in which emotional control is essential.

Developing Self-Reliance (10 minutes) Coronet

Through a student who hesitates to make decisions, we see how important self-reliance is for success. The steps in acquiring self-reliance are (1) assume responsibility (2) be informed (3) know where you are going (4) make your own decisions.

Emotional Maturity (20 minutes) McGraw-Hill

Through the dramatization of high school boy's immature behavior, this film shows some of the consequences when an adolescent fails to channel his emotions into positive actions and feelings.

Emotional Health (20 minutes) McGraw-Hill

Emotional upsets are common, but when they are prolonged, professional help is essential. A young college student sees a psychiatrist who helps him understand his emotions in terms of his own childhood experiences. Psychiatric techniques are explained simply.

Feeling of Rejection (23 minutes) National Film Board
of Canada

A visual case history of a neurotic twenty-three year old girl. She suffers from physical symptoms, such as headache, extreme fatigue, dizzy spells. As no physical causes can be found for these symptoms which none-the-less are very real and distressing to the patient, she is referred by her doctor to a psychiatrist who is able to uncover the emotional basis for these physical reactions.

Head of the House (40 minutes) Oregon State Board of
Health, Portland, Oregon

Depicts the emotional problems of a young boy, his rebellion against parental controls, particularly his father's repressive discipline, and his gradual development into a potential juvenile delinquent.

Improve Your Personality (10 minutes) Coronet

Through a variety of social episodes, ways of developing and controlling personalities are revealed. The film tries to prove that the art of winning friends and making good impressions are not a quality that is limited to a few persons.

Mental Health (10 minutes) Encyclopedia Britannica Film

Of forty high school seniors, the probability is that two will spend some time in a mental institution unless they learn to keep mentally fit. Some rules for doing this are discussed and illustrated: (1) don't bottle up your emotions (2) respect yourself (3) develop the habit of feeling right about others.

Personality and Emotions (13 minutes) Encyclopedia
Britannica Film

The film gives an overview of the development of emotions from infancy through early childhood, and implies that emotional maturity is a desirable goal in the development of personality.

Responsibility (14 minutes) Young America

The film portrays incidents in the lives of two boys, Hank Evans and Lloyd Smith at Lincoln High. Hank fails to take responsibility for learning exactly what his assignment is, for handing in work neatly done and on time, for completing jobs which he considers unnecessary. He loses a debate for his school because he tries to bluff his way through instead of making preparation. Lloyd, by contrast, is conscientious and dependable. Both boys are popular and close friends. At the end of the film, the principal holds a ballot that will break the tie between the boys in their race for president of the student council. "How would you vote and why?" "How can you tell whether a person is responsible?" "Are you a responsible person?"

Right or Wrong--Making Moral Decisions (10 minutes) Coronet

Harry is with a gang which is breaking windows at a warehouse, and he is recognized by the night watchman. Even though he did not break any windows himself, he is taken to police headquarters. The moral decisions which are involved--of the night watchman, Harry's mother, the police sergeant, the owner of the warehouse and a social worker are presented.

Self-Conscious Guy (10 minutes) Coronet

A teen-age youth feels self-conscious when called upon to speak, when asking for a date, when trying out for a play, and when at a party. He observes that others meet this problem by (1) thinking about other people (2) keeping the whole situation in mind (3) concentrating on what they are doing and (4) developing skill.

Sibling Relationships and Personality (22 minutes) Oregon
State Board of Health
Portland, Oregon

In a series of case studies, the film demonstrates the relationships a child has with his brothers and sisters through-out developmental years.

Snap Out of It (14 minutes) Coronet

A high school boy, Howard, expected an "A" but gets a "B" in history. His emotional upset at the disappointment brings him to the attention of the principal, under whose guidance he learns to set his expectations realistically to avoid disappointments. He finally learns how to meet disappointments by channeling his emotions into a direct attack upon the problem.

Understanding Your Emotions (12 minutes) Coronet

A general understanding of emotions, what they are, where they come from, and how they are changed is presented. The question "How mature am I?" is partially answered by showing different emotional responses to the same stimulus. The film explains the process of conditioning.

What is Conscience? (10 minutes) Coronet

This film demonstrates the manifestations of conscience in young people and adults in various situations and describes the importance of a well-developed conscience in attaining emotional maturity. Explanations of conscience are presented and dramatic incidents of the workings of conscience are developed to give the audience a background for study and discussion.

Selected Tapes.Problems of AdolescencePlaying Time: Fifteen
minutes

Parents Education
Department of Institute of Child Welfare
University of Minnesota
Minneapolis, Minnesota

Social Affairs Have Value Ambitions
vs. Dissatisfaction

Audio-Visual Department
University of Oklahoma
Norman, Oklahoma

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

Family life education in the secondary schools is providing guiding roles for better individual and family life development. It was found students want to learn about guidelines in life and how to make decisions. Students do not like to use the past as a complete guide to the present and the future. One of the important goals for a family-living class could be to educate youth to become adaptable and versatile in their lives.

One of the first areas to be explored in a family-living class, is a unit on the development of understanding self and others. To develop this unit various methods, techniques, and motivation devices were explored. These included (1) problem-solving method, (2) class discussion technique, (3) audio-visual aids, i. e., film, filmstrips, and tape recorders, (4) role-playing techniques, (5) books and periodicals, (6) peer group evaluation, and (7) case demonstration method.

From the preceding review of literature, one can see there are several methods and techniques that can be used in a classroom situation to motivate students and add depth to a specific subject area.

Recommendations

The situational learning experiences developed in this study would best be used as an introductory unit for a family living class. The students should become involved in the understanding of self and others that would be necessary in later units of study in family living. Many of the situational learning experience techniques could be adapted for other units of study in family living.

The investigator recommends that further student involvement could be accomplished if students would develop situational problem cases to their needs, interests and situations. Student-planned situations could help provide interest and motivate pupil learnings.

The investigator recommends the planning of additional means for evaluation. The evaluation of student learnings would vary according to the objectives accomplished by various family living classes.

A follow-up study of the unit to determine the value of the unit to the students also is recommended by the investigator. At this point the teacher may be able to establish additional problems for further study.

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- Moore, Elizabeth Mary. "Facts Versus Feelings in Family Life Education," Illinois Teacher, VI:1, 24-40, September 1962.
- Palmer, Charlene Darr. "Developing Self-Understanding Through Child Study," Marriage and Family Living, 22: 272, August 1960.
- Peterson, Bernadine. "Problem Solving in Home Economics," Journal of Home Economics, 55:179-183, March 1963.
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LEARNING EXPERIENCES IN FAMILY LIVING TO
DEVELOP INSIGHT OF SELF AND OTHERS

by

NAOMI ANN ENGLAND

B. A., Central State College, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968

The purpose of this study was to develop a resource unit of situational learning experiences for a family living course that would assist eleventh and twelfth grade high school girls to develop a better understanding of themselves.

The investigator, a teacher in the family living area, has seen a need for the development of learning situations that would help students to understand, prepare, and appreciate their roles as young adults and future homemakers.

In the literature various authors agree that one of the best methods for teaching family living is to develop the appropriate environment so that students may more fully participate in class work. Family living is an area where a teacher can motivate students to examine and to re-examine their problems and supply information about the situation for themselves. In family living classes the students should be taught that self-understanding is a prerequisite to successful adult living and family life.

If the teacher believes in the importance of providing a stimulating classroom atmosphere, she should try to develop learning experiences in which her students may participate extensively. If a sufficient number of situations are simulated, students may be able, vicariously, to meet and to solve problems that can otherwise cause trouble in adult life. A number of techniques and methods are described that can be used to develop learning situations to assist

students in gaining an understanding of their own problems and questions as well as those of others.

In providing the objectives, concepts, and learning situations the teacher should make them both practical and idealistic enough to be readily acceptable to modern youth. This is often difficult for a teacher to do. A teacher's everyday life and ideals can be very different from the individual students in her classroom. The teacher has to work to develop understanding, communication and acceptance that are the keys for establishing good learning situations.

The objectives for a family living course have been basically the same throughout the years. Many authors stressed that one main goal of a family living course is to deal realistically and significantly with the actual problems of today's youth.

The methods and techniques that can be used to motivate student participation in activities that will develop understanding of self and others are: (1) problem-solving, (2) class discussion, (3) audio-visual aids, i. e., films, filmstrips and tape recorders, (4) role-playing, (5) books and periodicals, and (6) peer group evaluation. With the implementation of these various methods and techniques in the family living classroom students can be motivated to learn.